

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Christ Church C of E (VA) Primary School and Nursery
Number of pupils in school	321
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Rob Getley
Pupil premium lead	Michelle Devine
Governor / Trustee lead	Nick Burridge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,290.00
Recovery premium funding allocation this academic year	£1812.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£78,105.50

Part A: Pupil premium strategy plan

Statement of intent

At Christ Church School, our goal is to ensure that all pupils, regardless of their background or challenges they face, achieve high attainment across all subjects. Our pupil premium strategy focuses on supporting disadvantaged pupils to fulfil this objective, including those who are already high achievers.

Our objectives are to:

- Eliminate barriers to learning caused by poverty, family circumstances, and background.
- Reduce the attainment gaps between disadvantaged pupils and their non-disadvantaged peers, both within our school and nationally.
- Enable ALL pupils to read fluently and comprehend effectively to access the curriculum fully.
- Cultivate confidence in their ability to communicate proficiently in various contexts.
- Promote social and emotional well-being and resilience.
- Provide diverse opportunities to enhance their knowledge and understanding of the world.
- Continually raise staff awareness of potential barriers to learning for disadvantaged pupils and our responsibility towards them.

At Christ Church School, our leaders are committed to delivering high-quality teaching in every lesson to all our pupils, including our disadvantaged pupils. We also provide targeted intervention and daily support to disadvantaged children who have fallen behind their peers with similar starting points. This approach not only bridges the attainment gap but also benefits non-disadvantaged pupils in our school (Sutton Trust).

To achieve our objectives and address identified barriers to learning, we will:

- Provide high-quality Continuing Professional Development (CPD) for all

teachers to ensure effective quality first teaching.

- Offer targeted and personalized support to improve the attainment and life chances of disadvantaged pupils.
- Allocate funding to ensure all pupils have access to educational trips, including residential.
- Facilitate first-hand learning experiences.
- Encourage participation in enrichment activities, such as sport and music, for all pupils.
- Offer appropriate therapeutic support to enable pupils to access learning inside and outside the classroom.

We will rely on compelling evidence and our expert knowledge of our pupils, rather than assumptions, to support our strategy. Accordingly, we will:

- Ensure that disadvantaged pupils are appropriately challenged in their assigned work.
- Intervene promptly when a need is identified.
- Embrace a whole school approach where all staff share responsibility for disadvantaged pupils' outcomes and raise expectations of their potential.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Reading and phonics - Assessments, observations, and discussions with pupils suggest disadvantaged pupils have greater difficulties with phonics than their peers do. This negatively influences their development as readers.
2	Attendance – Our attendance data over the last 3 years indicates lower attendance and higher rates of persistent absenteeism of PP/disadvantaged children.
3	Narrow experience of life outside school – After school club uptake and pupil surveys indicate pupils have limited life experiences beyond their home and immediate community and are not engaged in enrichment activities. They may also have limited access to books, libraries, and technology (such as computers, Wi-Fi etc.).
4	Learning Behaviours – Observations and discussions with pupils in receipt of PP funding indicate weaknesses in learning behaviour. These pupils physically and emotionally lack self-belief, determination, resilience, and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack the self-motivation and confidence to improve.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading/phonics attainment among disadvantaged pupils. A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community. (+ 5 months)	Increased % of PP pupils are working at ARE or above across the school in phonics and reading. Pupils read regularly at school and at home. They have access to high quality books both for individual and guided reading.
Improve attendance of disadvantaged pupils	Monitoring of attendance by the Headteacher and attendance champion brings about an increase in PP pupils' attendance and a decrease in persistent absence. Improve the profile of attendance across the school through Celebration Assembly, the school newsletter and displays. Create a staged process for monitoring attendance. Send home termly letters to pupils to share pupils' attendance.

Through enrichment activities, disadvantaged children receive a well-rounded, culturally rich, education	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Developing and strengthen learning behaviour in our pupils	Pupils become more motivated, engaged, and determined to succeed.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Challenge	Tier 1: High-quality teaching and evidence that supports this approach
Improve reading and phonics among disadvantaged pupils	Professional Development in Systematic Synthetic Phonics (SSP) Invest in comprehensive training for teaching staff in SSP approaches that are validated by the DfE, improving teacher expertise in early reading instruction. Evidence suggests high-quality phonics teaching is central to improving early reading, and it significantly benefits disadvantaged pupils as reported by the Education Endowment Foundation (EEF). Provide ongoing support and refresher courses to ensure skills are up to date. Curriculum Design and Resources Develop a broad and balanced curriculum that includes a strong emphasis on literacy across all subjects. Resources need to cater to a range of abilities and backgrounds, fostering inclusivity and engagement with reading. Mentoring and Coaching for Staff Implement a mentoring system where experienced teachers support less experienced colleagues in delivering high-quality reading instruction. Coaching techniques could involve lesson observation, feedback, and collaborative planning. The Sutton Trust has highlighted that effective professional development can lead to improvements in pupil outcomes, particularly for those who are disadvantaged.

Improve attendance of disadvantaged pupils	Professional Development for Engagement Strategies Funding can be allocated to train teachers in engagement strategies that make lessons more interesting and relevant to disadvantaged pupils. Studies by the Education Endowment Foundation (EEF) suggest that engaging teaching methods can improve motivation and attendance for disadvantaged pupils. Curriculum Development Develop a curriculum that resonates with the interests and cultural backgrounds of disadvantaged pupils. Integrate topics that are relatable and engaging to maintain interest and motivate attendance. Consider involvement of pupils in choosing topics or themes for projects to give them a sense of ownership and investment in their learning journey. According to the EEF, a well-thought-out curriculum can make learning more meaningful and thereby encourage consistent attendance.
Narrow experience of life outside school	Broad and Balanced Curriculum Implement a curriculum that includes wider knowledge beyond core academic subjects. This can include themes such as global citizenship, cultural studies, and enrichment activities that give students insight into diverse ways of life and expand their horizons. Evidence from the Education Endowment Foundation (EEF) shows that a well-designed curriculum can lead to improved academic outcomes, as it helps pupils to make connections between subjects and applies their knowledge to a wider context. Professional Development in Cultural Competency Invest in training for teachers to become more culturally competent, enabling them to better understand the diverse backgrounds of their pupils and integrate this understanding into their teaching practice. Professional development might include training in incorporating local history and multicultural perspectives into lessons. EEF acknowledges the importance of professional development in improving

	teaching quality, which is linked to better pupil outcomes. Enrichment Activities within the Curriculum Schedule time for enrichment activities that are built into the school day, such as guest speakers from various professional and cultural backgrounds, field trips, and projects that require students to engage with the community. Enrichment activities have been linked to improved academic performance, greater motivation, and broader social skills as per EEF research.
Learning Behaviours	Professional Development for Metacognitive Strategies Invest in teacher training to embed metacognitive strategies into lessons. According to the Education Endowment Foundation, teaching pupils' explicit strategies for planning, monitoring, and evaluating their learning can lead to an additional seven month's progress. Curriculum Development Spend on resources and training to introduce a knowledge-rich curriculum tailored to the needs of disadvantaged pupils. This ties into research that shows a well-structured curriculum can improve engagement and attainment. Evidence-Based Assessment Tools Invest in assessment technologies to diagnose learning needs and track progress. Evidence shows that careful monitoring helps teachers adapt their teaching to better suit the needs of their pupils, leading to improved outcomes.

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Challenge	Tier 2: Targeted academic support and evidence that supports this approach
Improve reading and phonics among disadvantaged pupils	One-to-One Phonics Interventions Train teaching assistants to deliver one-to-one phonics support, ensuring interventions are tailored to individual pupil needs. The EEF evidences the high impact of one-to-one tuition on learning, with disadvantaged pupils making additional progress in comparison to their peers. Monitor progress closely and adapt interventions, as necessary. Small Group Literacy Sessions Organise structured small group sessions focused on reading fluency, comprehension strategies, and vocabulary development. Research by the EEF indicates that small group tuition can be effective, particularly when it is targeted to pupils' specific needs. Ensure that sessions use proven strategies and are led by well-trained staff. Targeted Interventions for EAL and SEND Pupils Provide specialist support for disadvantaged pupils with English as an additional language (EAL) or special educational needs and disabilities (SEND), given their unique barriers to early reading. Adapt interventions to be culturally sensitive and accessible. The EEF research highlights the positive impact of targeted interventions when appropriately matched to pupils' needs.

Improve attendance of disadvantaged pupils	Pupil Premium Champion Allocate funds for programs that pair pupils with trusted staff members. These champions can provide academic support as well as advice and encouragement, fostering a positive school experience which can increase their desire to attend school. Research from the EEF suggests that these systems can provide up to +3 months of additional progress, which can motivate pupils to maintain regular attendance. Structured small-group tuition Provide focused small-group tuition to help disadvantaged pupils catch up on missed learning. When pupils feel they are behind their peers, it can affect their willingness to attend school. Regular, targeted support can help bridge these gaps and reinforce the value of being in school every day. The EEF supports small group tuition as it can deliver an additional +4 months of progress. Data led Attendance Interventions Use data to identify specific attendance issues and target interventions accordingly. Analyse attendance patterns and intervene early with pupils showing signs of disengagement. Offer academic support to these pupils to prevent falling behind, which can discourage attendance, as highlighted by EEF findings on the effectiveness of data-driven approaches for intervention.
Narrow experience of life outside school	Pupil Premium Champion Facilitate programmes where disadvantaged pupils are paired with champions who can provide them with broader life experiences. Champions can help these students to set goals and work towards broadening their horizons. An EEF report highlights the positive impact these relationships can have on pupils' academic success and personal development.

	Structured Language Support Implement language enrichment programmes for pupils who may not be exposed to a rich language environment outside school. This includes vocabulary development, exposure to a variety of text genres, and conversation skills. Language development is key to accessing the curriculum and can be a barrier to learning across subjects. EEF evidence suggests that high-quality literacy interventions can significantly boost attainment.
Learning Behaviours	Pupil Premium Champion Invest in programmes tailor-made for disadvantaged pupils to build their resilience, motivation, and engagement in learning. Programmes like these, when well-designed and implemented, can show moderate impact for moderate costs (EEF Toolkit). Structured Interventions Deploy teaching assistants to deliver structured interventions such as NELI or Reading Revival. These interventions are evidenced to support literacy development, a critical factor in improving learning behaviours and engagement.

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Challenge	Tier 3: Wider strategies and evidence that supports this approach
Improve reading and phonics among disadvantaged pupils	Literacy-rich Environments Create and equip library and reading spaces with a diversity of engaging reading materials catering to various reading levels and interests, to foster a love of reading. Encouraging reading for pleasure can be linked to greater reading attainment and writing ability (The Reading Agency). Extra-curricular Literacy Activities Offer engaging school clubs centered on storytelling, drama, and journalism to ignite interest in literacy. Facilitate author visits or story workshops to inspire pupils and provide role models in the field of literature. These activities can improve self-confidence and motivation to read, which are crucial for disadvantaged pupils.

Improve attendance of disadvantaged pupils	Communication and Parental Engagement Spend on initiatives to improve communication with parents of disadvantaged pupils. Parental engagement programs can help parents understand the importance of regular attendance and the impact of absences on their children's education. The EEF notes that this can lead to up to +3 months of additional progress. Offering parenting workshops and resources could empower parents to support their children's attendance. Extra-Curricular Activities Invest in a wide range of extracurricular activities that appeal to the interests of disadvantaged pupils outside of the normal curriculum. Whether it is sports, arts, or technology clubs, these can give pupils additional reasons to attend school and can improve overall attendance. The EEF acknowledges that a broad offer of extra-curricular activities creates engaging school experiences positively affecting attendance. Breakfast Clubs and Meal Provision Establish breakfast clubs which can improve both attendance and punctuality, especially if disadvantaged pupils come from homes where a morning meal is not guaranteed. EEF research indicates that breakfast clubs can provide +2 months additional progress, demonstrating their potential impact on both academic and attendance outcomes.
Narrow experience of life outside school	Extra-curricular Engagement Provide a wide range of extra-curricular activities such as clubs that focus on arts, culture, and sports. This can lead to improvement in social skills, self-esteem, and academic performance, as indicated by studies from the EEF. Activities could include music lessons, drama clubs, and sports teams that would give disadvantaged pupils experiences they might not otherwise have access to. Parental Engagement Programmes Develop initiatives to improve communication with parents and help them support their children's learning outside the school. According to EEF findings, effectively engaging parents in their children's learning can lead to improved academic and social outcomes for pupils. Community Involvement Projects

	Create opportunities for pupils to engage with local community projects, which may include community arts projects, or local environmental initiatives. Participation in such projects can give pupils a sense of belonging and responsibility as well as developing a broad range of soft skills. EEF research notes that such community Engagement can have a positive impact on pupils' social and emotional wellbeing as well as their academic progress.
Learning Behaviors	Behaviour interventions Implement school-wide behaviour interventions that promote positive behaviour and engagement in learning. Such interventions can reduce problem behaviour and improve academic outcomes when consistent and well-implemented (EEF Toolkit). Extra-Curricular Activities Fund extra-curricular activities that aid in the development of soft skills such as resilience, teamwork, and communication. Participation in such activities has been associated with improved attitudes towards learning and better behaviour in classrooms. Communicating with Parents Allocate resources to improve communication with parents, including workshops and regular updates on learning strategies. Parental engagement can be highly effective, potentially leading to up to three months of additional progress.

Total budgeted cost: £78,105.50

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Improve oral language skills among disadvantaged pupils.

The pupil premium is a vital funding mechanism aimed at diminishing the educational gap between disadvantaged pupils and their peers. The school's pupil premium statement articulates our commitment to utilising this funding strategically, with a specific focus on improving oral language skills among disadvantaged pupils. This targeted approach aligns with recent educational research, which has highlighted the correlation between robust oral language abilities and overall academic success.

In our evaluation of the pupil premium statement, it is evident that our initiatives have made considerable strides in addressing this target. A comprehensive assessment of our current strategies reveals an emphasis on enriching language opportunities within the classroom through structured conversations, storytelling sessions, and language modelling. Additionally, we have implemented targeted interventions led by trained staff to support those pupils who require extra assistance.

We have successfully integrated structured speaking and listening activities into the daily routine, enabling pupils to enhance their verbal communication skills. Additionally, we have employed targeted oral language interventions, including the Nuffield Early Language Intervention (NELI), which provides small group support for pupils identified as requiring extra assistance.

Collaborative efforts with trained Learning Support Assistants (LSAs) have been paramount, ensuring that those who need speech and language support receive tailored guidance. We have also engaged external speech and language therapists to work closely with selected pupils, facilitating their progress.

Opportunities for pupils to read aloud, such as during class assemblies, at church services, and within school productions, have been beneficial in fostering confidence and fluency. Furthermore, we extend support to parents through workshops and outreach services, emphasising the importance of a language-rich home environment. Enriching school trips to language-rich settings have further enhanced our pupils' linguistic development, contributing to a positive trajectory in their oral language skills.

However, it is crucial to continually assess the effectiveness of these programmes. Feedback from both pupils and staff is essential in refining our approach and ensuring that we are meeting the diverse needs of our disadvantaged learners. Regular monitoring of progress in oral language skills is imperative, as this will provide valuable insights into the impact of our interventions.

Improved reading/phonics attainment among disadvantaged pupils.

A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community.

The evaluation of our school's Pupil Premium Statement reveals a focused commitment to improving educational outcomes for disadvantaged pupils, particularly in reading and phonics attainment. Our primary target is to enhance reading proficiency among these pupils, thereby narrowing the attainment gap that exists within our community.

To achieve this, we have established a robust reading culture that permeates every aspect of school life. We believe that fostering a genuine love of reading is crucial for engagement and achievement. Consequently, strategies have been implemented to ensure that all pupils read

regularly, whether in guided reading sessions, independent reading time, or through engaging homework tasks that encourage family involvement.

Training for teaching staff in Systematic Synthetic Phonics (SSP) approaches, as validated by the Department for Education (DfE), has significantly improved teacher expertise in early reading instruction. This has been complemented by a broad and balanced curriculum that emphasizes literacy across all subjects.

We have also introduced a mentoring system whereby experienced teachers support their less experienced colleagues in delivering high-quality reading instruction. Targeted interventions, including one-to-one phonics sessions and small group activities focused on reading fluency, comprehension strategies, and vocabulary development, have been integral to our approach. Furthermore, we have created inviting reading spaces filled with engaging materials to encourage a love of reading. The after-school Story Club has proven to be a popular initiative, providing pupils with additional opportunities to read for pleasure, thereby reinforcing the importance of reading both in and out of school.

The embedding of a reading culture is visible through initiatives such as the establishment of a well-resourced library, author visits, and a range of reading competitions designed to stimulate enthusiasm and foster a lifelong appreciation of books. The impact of these initiatives is monitored regularly, allowing for adaptive changes to our approach, ensuring that every pupil, particularly those from disadvantaged backgrounds, could thrive academically and enjoy the benefits of literacy in their personal and educational journeys.

Improve attendance of disadvantaged pupils

The pupil premium funding plays a crucial role in addressing the educational disparities faced by disadvantaged pupils within our school community. One of our primary targets is to improve the attendance of these pupils, as consistent attendance is fundamental to academic success.

Thus far, we have made a commendable start towards this objective, recognising the importance of regular attendance in fostering a conducive learning environment. The headteacher has been actively tracking individual attendance rates, ensuring that appropriate measures are taken for those at risk of persistent absence. This has included making proactive calls home and holding meetings with parents to discuss attendance concerns and strategies on improvement.

However, we acknowledge that further efforts are required to achieve sustainable improvements. To enhance our approach, we are devising a more structured attendance stepped process. This will delineate clear stages of intervention for pupils whose attendance falls below certain thresholds. By establishing a framework that identifies and addresses attendance issues proactively, we aim to engage pupils and their families more effectively in maintaining regular school attendance.

Additionally, we plan to raise the profile of attendance school wide. By incorporating attendance themes into assemblies, sharing success stories in newsletters, and displaying data prominently, we will foster a culture that values and prioritises attendance. Through these combined efforts, we anticipate not only an increase in attendance rates among disadvantaged pupils but also a significant enhancement in their overall educational experiences. Our commitment to this target remains resolute, and we are determined to further our progress in the coming months.

Through enrichment activities, disadvantaged children receive a well- rounded, culturally rich, education

The scrutiny of the school's pupil premium statement targets is essential in ensuring that we effectively support disadvantaged children in their educational journey. One of the notable targets set forth was to provide enrichment activities that offer a well-rounded and culturally rich education to these pupils while upholding a broad and balanced curriculum.

To this end, the implementation of various enrichment activities has indeed yielded some success. A range of initiatives, such as art workshops, music lessons, and cultural excursions, has provided disadvantaged children with access to experiences that significantly enhance their learning and personal development. Additionally, the introduction of mentoring and coaching programmes has further supported our commitment to fostering resilience and self-esteem among these pupils. Feedback from both pupils and educators indicates increased engagement and enthusiasm among those participating in these activities, suggesting they contribute positively to a more inclusive learning environment.

However, there remains a pressing need for further work with the families of disadvantaged pupils to ensure higher levels of attendance at after-school enrichment activities. Despite the array of offerings, turnout has been inconsistent. This highlights a potential barrier; families may face challenges such as transport issues, work commitments, or a lack of awareness regarding the benefits these activities provide. Thus, it is imperative that we adopt a more collaborative approach, engaging with parents and guardians to remove these obstacles and foster a culture of participation.

Going forward, the school will aim to enhance communication with families and provide additional support mechanisms to encourage full participation in enrichment opportunities, thereby striving to fulfil our commitment to a comprehensive educational experience for all pupils.

Developing and strengthen learning behaviours in our pupils

The evaluation of our school's Pupil Premium statement targets has provided valuable insights into the effectiveness of our strategies aimed at supporting disadvantaged pupils. A key target has been the development and strengthening of learning behaviours in our pupils. Through the implementation of a knowledge-rich curriculum tailored to the specific needs of these pupils, we have observed noticeable improvements in their engagement and overall academic performance.

Moreover, our behaviour interventions have successfully promoted positive behaviour and increased engagement in learning activities. These interventions have been instrumental in fostering an environment where all pupils feel valued and motivated to participate fully in their education. The emphasis on extra-curricular activities has also played a significant role, nurturing essential soft skills such as resilience, teamwork, and communication. We have found that these activities not only enhance pupils' social skills but also contribute to their emotional well-being.

As we look ahead to the next academic year, we are eager to develop these initiatives further. With the appointment of our new Headteacher and the Deputy Headteacher, who are both booked onto Therapeutic Thinking training, we anticipate innovative approaches to continue fostering positive learning behaviours. Additionally, the introduction of Learning Values across the school aims to embed these ideals into our culture, ensuring a supportive and enriching environment for all pupils. In conclusion, our ongoing commitment to refining our Pupil Premium strategies remains unwavering, with a focus on delivering the best outcomes for every pupil.